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ROLE-PLAYING AS A MEANS OF TEACHING MONOLOGICAL AND DIALOGICAL SPEECH IN ENGLISH FOR SECONDARY SCHOOL STUDENTS

***Abstract.** The article considers the use of role-playing as one of the main aspects of the communicative methodology of teaching foreign languages, provides various examples of role-playing for teaching both monological and dialogical speech. The article also presents the results of a survey on the frequency of the use of role-playing in English lessons in comparison with middle school and high school students.*

***Keywords:** communicative technique, role-playing, monologue, dialogue, foreign languages.*

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РОЛЕВАЯ ИГРА КАК СРЕДСТВО ОБУЧЕНИЯ МОНОЛОГИЧЕСКОЙ И ДИАЛОГИЧЕСКОЙ РЕЧИ НА АНГЛИЙСКОМ ЯЗЫКЕ ДЛЯ УЧАЩИХСЯ СРЕДНЕЙ ШКОЛЫ

***Аннотация.** В данной статье рассматривается вопрос об использовании ролевой игры в качестве одного из основных аспектов коммуникативной методики обучения иностранным языкам, приводятся различные примеры ролевых игр для обучения как и монологической, так и диалогической речи. Также в статье приводятся результаты опроса о частоте использования ролевых игр на уроках английского языка в сравнении школьников среднего звена и старшеклассников.*

***Ключевые слова:** коммуникативная методика, ролевая игра, монолог, диалог, иностранные языки.*

Today, learning foreign languages is an integral part of people's lives. Since modern society is developing dynamically, the problem of the need to speak foreign languages for both business and everyday communication is becoming more and more relevant every day.

Foreign languages begin to be studied at school, since it is at a younger age that it is important to lay the foundation for the subsequent development of the language, to create an idea of the world around us and of the importance of the knowledge gained in general.

The development of communicative competence often causes the greatest difficulties in learning a foreign language, so it plays a special role in the framework of the communicative methodology. Thus, it is practice-communication in a foreign language, conditional communication and communication exercises that allow students to develop their communication skills that is one of the main components in mastering any language. It is necessary to pay special attention to speaking from the very beginning of learning a foreign language, since the main task is to teach it to communicate in the language, to use the learned vocabulary directly in conversation.

Based on this, in the classroom, the teacher is faced with the task of modeling various communication situations, as well as creating such conditions that the student does not experience difficulties during the response. In such cases, the lessons usually use active teaching methods, for example, role-playing methods.

The use of role-playing methods in foreign language lessons helps to master the language in a relaxed and fun way for children, as well as to develop and maintain interest in it. Role-playing relax children, relieving them of tension and embarrassment during the development of the material passed, but when preparing role-playing, you need to take into account that each age group has different types of leading activities. At the same time, it is also necessary for the teacher to be able to engage the children in the game.

However, the teacher needs to choose and organize the role-playing in such a way that it brings not only pleasant emotions, but also is useful, and encourages children to learn a foreign language [4, c. 111].

One of the most effective methods of communicative teaching methods is role-playing. With the help of a role-playing, various situations from real life are reproduced, which allows students to express themselves in a particular role, as well as develop communication skills, work out and consolidate lexical material.

For a role-playing, it is necessary to have a single plot that corresponds to the communicative situation and role-playing relationships between the participants of the communication. When a student accepts a role, he plays himself or a hero in a specific situation, solves game problems through communication, oral speech, communication in a foreign language.

There are two types of oral speech: monological and dialogical.

Dialogue is a fairly common live form of speech, during which participants exchange cues. It is in the dialogue that the speech structures that are subsequently used in the monologue are worked out [3, c. 43]. Dialogical speech is often characterized by such characteristics as emotionality (since the speaker expresses his emotions and feelings about what he is talking about), inversion (speech is always addressed to one or more listeners), situationality (a specific situation is set and discussed in the dialogue) and reactivity (listeners react to what is said) [7, c. 119].

Dialogical speech has some features. First of all, it is characterized by the use of interjections, introductory words, various expressions that have an evaluative character, which are used by the participants of the dialogue to reflect the reaction

(surprise, agreement, denial, etc.) to the information received [2, c. 92]. Also in the dialogue there is a wide use of gestures and facial expressions – extra linguistic means of expressing thoughts.

There are two approaches to teaching dialogical speech: deductive – «top-down» and inductive – «bottom-up».

The deductive approach is that starts with a single sample of the dialogue. After reading and listening to the sample, students are invited to create their own dialogues on the existing topic based on the existing example [Oleinik 2012, 148]. This technique is used to teach standard dialogues.

The inductive approach is to study the elements of the dialogue. That is, students are invited to consider individual replicas and use them to create their own dialogue, as if combining them. It allows students to build their own speech actions.

During the teaching dialogical speech, the teacher sets the following tasks:

1. Define the dialogue; describe its types using various examples.
2. Teach children the necessary cues that are characteristic of certain situations, as well as work them out in practice.
3. Teach them to use these cues in appropriate situations in real communication, in other words, teach them to conduct a dialogue.

It should be noted that the level methods of teaching foreign languages exist not only in the university [8], but also in school, especially in gymnasiums, private schools, etc.

Below there are various examples of role-playing aimed at developing students' dialogical speech, divided into levels of foreign language proficiency.

Examples of role-playing for level A1:

1. «Meeting a pen pal». Students are divided into pairs. The following topic is set on which you need to play a dialogue: "You meet your pen pal from England/America/Australia at the airport".
2. «Shopping in the store». Students are divided into pairs. One of them is invited to play the role of the seller, and the other - the role of the buyer.

3. «At Home». Students are divided into pairs. One of the students gets the role of the parent, and the other – the child. A dialogue is played on the topic «You need to discuss a trip for the upcoming weekend».

Examples of role-playing for level A2:

1. «Conversation with the teacher». One student gets the role of a parent, and the other - the role of a teacher. The following topic is suggested: «The teacher tells the parent about the child's studies».

2. «Birthday». Children are divided into groups of several people. The following topic is suggested: «Your mutual friend invited you to his birthday party and asked you to help organize it, you need to discuss and share responsibilities»,

3. «Hotel». Students are divided into pairs. One of them is a traveler who calls the hotel to book a room, and the other is the receptionist who accepts the reservation.

Examples of role-playing for level B1:

1. «Vacation». Children are divided into groups of several people. The teacher suggests the following topic: «You are a class teacher. You need to discuss with your class where you are going on vacation».

2. «Press conference». You can divide children into several groups or hold a role-playing with the whole class. One student gets the role of a famous director, and the rest-the role of journalists. Journalists ask the director questions about his new film.

3. Students are divided into two groups: one-students from the American school, the other – Russian. Children are asked to compare the education systems of the two countries.

Dialogical speech is created in the process of communication between two or more people. As a rule, it uses language tools that have an emotional coloring (interjections), as well as facial expressions and gestures. Role-playing immerses the student in the situation, puts him in front of the need to extract the necessary phrases from memory, pronounce them, naturally react to the replicas of the interlocutor.

It is also important to use role-playing to teach monological speech. A monologue is a form of speech that consists of consecutive and related sentences that carry a certain content. During the monologue, there is an appeal to one interlocutor or

a group of listeners (sometimes to yourself). The monologue speech must be formed grammatically correctly. It is distinguished by its unfoldment and requires completeness of thought.

With the help of monological speech, children learn to think logically and build their statements so clearly that the listener can understand the main idea without any problems. The monologue should be informative, convincing, and express the evaluative opinion of the speaker.

There are two methods of mastering monological speech:

1. Development of monological skills based on the read text. After reading the text, students are asked to complete the following tasks: answer questions about the content of the text, describe the characters, briefly retell the main idea, retell the text from another person, etc.

With their help, children learn to establish semantic connections in the text, analyze the used means of expression and speech turns.

2. Develop monological skills based on the issues discussed, without relying on the text. This method is used mainly in cases where students have both a sufficient level of knowledge on the topic under discussion, and a sufficient level of language proficiency for the topic under discussion.

When teaching monological speech, the teacher pursues the following goals:

1. Define a monologue, tell about its types and where the skills of monologue speech can be useful.

2. Teach children to express a complete thought.

3. Learn to build grammatically correct sentences that are logically related to each other.

Below there are various examples of role-playing aimed at developing the monological speech of students divided into levels of foreign language proficiency.

Examples of role-playing for level A1:

1. «You are a schoolboy from England/America, who came to stay on vacation with a friend. You talk about your family and your city»,

2. «You talk about your favorite book / toy / movie».

3. «You are a student and tell your class how you spent your vacation».

Examples of role-playing for level A2:

1. «You are a teacher and talk about the success of your class at a parent-teacher meeting».

2. «You are the seller of the store and advise customers to buy this or that thing».

3. «You are the hotel administrator. You need to tell your guests about your hotel».

Examples of role-playing for level B1:

1. «You are a flight attendant / steward and tell the passengers of the plane about the rules of behavior in it».

2. «You are the chef of a famous restaurant and tell the recipe of your signature dish».

3. «You are a tour operator and help customers decide which country to go to for a vacation».

It should be noted that the monological speech should be expanded. It requires stricter adherence to grammatical rules and completeness of thought. And role-playing can contribute to this in many ways.

Conclusion

Role-playing is an active method of teaching a foreign language, it is learning in action. It is responsible for the speech-thinking activities of students.

It is very important to conduct a role-playing in the younger classes, since the role-playing activity of the younger students is the leading one. The role-playing is the easiest way for them to interact both with each other and with the teacher. In such role-playing, children repeatedly work out the studied material, vocabulary, and also learn to start a conversation and support it, learn to agree with the opinion of the interlocutor or, on the contrary, to refute it. But even in high school, the role of the role-playing is great, as the study showed.

The preparation of the role-playing is also important. Each role-playing should be aimed at a certain result, has a goal and objectives. Also, the teacher needs to think through the details of the role-playing (if you are thinking of staging, then think through

the costumes and props), to provide for possible difficulties that the student may face, and conflict situations. However, small role-playing can be conducted without careful preparation, for example, to invite children to play a dialogue on the topic of the lesson. It is very important to create a friendly and easy atmosphere in the classroom, because the effectiveness of the role-playing depends more on the emotional state of both the teacher and the students.

Role-playing methods are based on the principles of teamwork. In the process of role-playing, there is a process of socialization, that is, students are aware of themselves as part of the team, understand the importance of each and the significance of the role assigned to them. Working on a monologue and dialogue in a foreign language in a role-playing, students better remember the lesson material, immerse themselves in the atmosphere of intercultural communication, and the task of the teacher is to better prepare and plan role-playing so that its use has a greater didactic and educational effect.

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